**Essay**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Block: \_\_\_\_\_\_\_\_\_  
  
Mark: \_\_\_\_\_\_\_\_\_ /6

**ENGLISH 11**

***The Lord of the Flies***

*You will write a 1000-word literary analysis essay about one of the themes of* Lord of the Flies. *You may choose a topic inspired by our discussions in class or of your own devising. You will need to significantly include one of the secondary sources we studied in class in your essay and relate it to the theme in some way.*

*Essays will be written in-class only and cannot be taken home or sent away from the school in any way. You will be given ample class time to write your essays, though you will need to come in before or after school to complete them if you miss class time.*

Formatting: Your paper must conform to MLA standards. Your document should have one-inch margins, be in 12-point font (Arial or Times New Roman), and be double-spaced. We will go over this in class, too.

You must hand in your outline with your essay.

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| Category | Exceeds Expectations | Fully Meets Expectations | Barely Meets Expectations | Not Yet Meeting Expectations |
| Content | * Strong thesis statement * Inclusion of a least one secondary source * Ideas effectively stated and strongly supported * Theme is stated clearly * Avoids excessive plot summary, hasty generalizations, and repetition * Effective use of quotations * Comments are creative and insightful | * Clear thesis statement * Inclusion of one secondary source * Ideas clearly stated and adequately supported * Theme is stated clearly * Appropriate use of plot summary, minor generalizations, and repetitions * Comments related to topic | * Thesis statement * May mention a secondary source * Ideas have some support and usually clear * Theme is stated * Uses some plot summary, generalizations, and repetition * Use of quotations may lack connection * Comments to show thought, but are not tied to topic | * Might attempt thesis statement * Does not incluse a secondary source * Ideas lack support or the reader must infer * Uses excessive plot summary, generalizations, and repetition * No use of quotations, or quotations are irrelevant * No comments or comments do not make sense |
| Organization | * In-depth plan organizes information * Uses effective transitions among all elements * An inviting introduction and a conclusion which wraps up the essay * Everything makes sense in the right order; ideas are proportionate and work together | * Plan clearly organizes information * Provides adequate transitions * Effective introduction * Conclusion summarizes main points without being redundant * Pacing is fairly well-controlled, but at times the writer may speed up or slow down without a sense of purpose | * Plan organizes information * Provides ordinary transitions * Introduction mostly repeat thesis or chosen topic * Conclusion mostly repeats thesis * Order present, but point do not always work or flow together * Demonstrates little knowledge of pacing; all parts of the text seem equally important with little emphasis | * Plan is omitted or not readable * Absent or ineffective transitions * Lacks clear introduction and/or conclusion * Demonstrates no knowledge or understanding of pacing * Leaves the reader confused |
| Written Expression | * Brings topic to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humour, or suspense; may share insights * Chooses specific, accurate language with seems natural; uses ordinary words in an interesting or unusual way | * May employ liveliness, sincerity, or humour when appropriate; at times, the writing may be either too casual, personal, formal, or stiff * Mainly uses familiar words or phrases; may occasionally employ ordinary words in an unusual way | * Uses a voice that is likely to be overly informal and personal or too impersonal and flat * Uses words that are colorless, flat, or imprecise, e.g. fun, thing, a lot, nice, very; language may be repetitious or misused | * Uses a voice that is consistently flat, lifeless, and impersonal * Uses an extremely limited range of words * Relies upon words that do not fit the text; they may be imprecise, inadequate, or wrong |
| Usage and Mechanics | * Few and minor errors; little editing is needed * Writes with correct grammar and usage that contribute to clarity and style * Follows Canadian conventions of spelling and grammar * Strong variety of sentence structures * Citations are correctly formatted | * Errors do not impede readability; some editing is needed * Functional variety of sentence structures * Follows most Canadian conventions of spelling and grammar * Most citations are correctly formatted | * Errors begin to impede readability; editing is needed * Limited variety of sentence structures * Reader may need to reread in order to make sense of writing * Follows some Canadian conventions of spelling and grammar * Includes citations, but formatting is incorrect | * Errors severely impede readability; extensive editing is needed * Limited variety of sentence structures * Requires reader to reread several times in order to make sense of writing * Ignores Canadian conventions of spelling and grammar * Citations are missing |

COMMENTS: